

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

I. Details of the Institution

1.1 Name of the Institution

AVILA COLLEGE OF EDUCATION

1.2 Address Line 1

AQUINAS GROUNDS

Address Line 2

EDAKOCHI

City/Town

COCHIN

State

KERALA

Pin Code

682010

Institution e-mail address

avilacollegeedakochi@gmail.com

Contact Nos.

0484 3080400

Name of the Head of the Institution:

DR BENNY VARGHESE

Tel. No. with STD Code:

0484 3080412

Mobile:

9495736389

Name of the IQAC Co-ordinator:

DR USHA PARVATHY

Mobile:

9349408782

IQAC e-mail address:

avilacollegeedakochi@gmail.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

10695

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

EC/56/A&A/065 dated 16-09-2011

1.5 Website address:

www.avilacollege.co.in

Web-link of the AQAR:

http://www.avilacollege.co.in/Files/EC_56_A&A_065_dated_16-11-2011-Avila_College_of_Education,_Cochi,_Kerala.pdf

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B	2.58	2011	15-09-2016
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC: DD/MM/YYYY

30-11-2011

1.8 AQAR for the year (for example 2010-11)

2013-2014

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 2011-2012 submitted to NAAC on 30-09-2012 (DD/MM/YYYY)
- ii. AQAR 2012-2013 submitted to NAAC on 17-09-2013 (DD/MM/YYYY)
- iii. AQAR _____ (DD/MM/YYYY)
- iv. AQAR _____ (DD/MM/YYYY)

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.12 Name of the Affiliating University (*for the Colleges*)

MAHATMA GANDHI
UNIVERSITY, KOTTAYAM

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

NA

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

7

2.2 No. of Administrative/Technical staff

3

2.3 No. of students

1

2.4 No. of Management representatives

1

2.5 No. of Alumni

1

2.6 No. of any other stakeholder and
community representatives

2

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2

2.9 Total No. of members

17

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: No. Faculty
Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

1. State level seminar on ' Grading '
2. Family life Education
3. Bible class, 3. Gita class, 4. Quran class
5. Problems faced by the youth in India
6. Contributions of great Mathematicians
7. Modern trends in Language teaching
8. Leadership Qualities
9. Yoga – theory and practice
10. Aids awareness
11. Innovative methods of teaching
12. Seminar on Research Methods
13. Research Colloquium
14. Modern trends in Commerce teaching
15. Orientation for B.Ed students
16. Critical analysis of the major events of the year 2013

2.14 Significant Activities and contributions made by IQAC

- Published the proceedings of the NAAC sponsored National Seminar
- Published Research abstracts
- Published second volume of the college journal (ISSN NO. 2320- 0707)
- Conducted one state level and 16 institutional level seminars
- Encouraged teachers to attend seminars and publish Research papers

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
<p>-To publish Research abstracts Seminar proceedings and second volume of the journal (ISSN NO 2320 - 0707)</p> <p>-To replace old computers, to provide LCD projectors in all class rooms including general class rooms</p> <p>-To conduct 20 institutional seminars</p> <p>-To provide tuition for below average students of the co operating schools</p> <p>-To distribute food packets to the needy</p> <p>-To donate dress and study materials to poor children</p> <p>-To make the campus plastic free</p> <p>-To plant trees including medicinal plants</p>	<p>-Published Research abstracts Seminar proceedings and second volume of the journal(ISSN NO. 2320- 0707)</p> <p>-Replaced 10 computers and 3 LCD projectors purchased, LCD projectors installed in all the general class rooms</p> <p>-Conducted 16 institutional seminars</p> <p>- Tuition given for below average students of the co operating schools</p> <p>-Food packets distributed</p> <p>-Dress and study materials donated</p> <p>-Necessary steps taken to make the campus plastic free</p> <p>-Trees and medicinal plants planted as part of environment day celebrations.</p>

* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Adequate steps were taken by the Management to implement various recommendations of the IQAC

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG	1		1	
UG	1		1	
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
Total				
Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	2
Trimester	
Annual	

1.3 Feedback from stakeholders* Alumni Parents Employers Students

(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

**Please provide an analysis of the feedback in the Annexure*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes, the affiliating University is regularly updating the syllabi

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
17	14	2		1

2.2 No. of permanent faculty with Ph.D.

5

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V

2.4 No. of Guest and Visiting faculty and Temporary faculty

2

6

2

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	2	17	
Presented papers	2	8	
Resource Persons	0	0	8

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- LCD projector installed in more class rooms
- Tutorial classes arranged for student teachers give intense coaching
- Micro teaching classes arranged for all students in the microteaching clinic

2.7 Total No. of actual teaching days during this academic year 210

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions) Nil

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 10

2.10 Average percentage of attendance of students 88

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed	161	42.2	56.5	0.6	0	99.4
M.Ed	35	14.3	85.7	0	0	100

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- A plan of action is prepared in advance
- The programmes implemented as per the plan of action is regularly evaluated
- SWOT analysis of the institution is done every year
- Feed back collected from the students, parents and co operating schools are analysed

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	0
UGC – Faculty Improvement Programme	0
HRD programmes	0
Orientation programmes	0
Faculty exchange programme	0

Staff training conducted by the university	10
Staff training conducted by other institutions	3
Summer / Winter schools, Workshops, etc.	1
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	08	0	0	0
Technical Staff	02	0	0	0

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

<ul style="list-style-type: none"> • Conducted a NAAC sponsored National Seminar • Conducted Research Colloquium • Published Research abstracts • Published the proceedings of the National Seminar • Encouraged teachers to attend seminars, present and publish papers

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Nil	Nil	Nil	Nil
Outlay in Rs. Lakhs (Only temporary affiliation is granted to self financing colleges in Kerala. So the colleges cannot attain UGC recognition for availing funding for research projects)				

3.3

Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Nil	Nil	Nil	Nil
Outlay in Rs. Lakhs (Only temporary affiliation is granted to self financing colleges in Kerala. So the colleges cannot attain UGC recognition for availing funding for research projects)				

3.4 Details on research publications

	International	National	Others
Peer Review Journals	3	13	0
Non-Peer Review Journals	0	0	0
e-Journals	9	0	0
Conference proceedings	2	15	0

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total				

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number					
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	Nil
	Granted	Nil
International	Applied	Nil
	Granted	Nil
Commercialised	Applied	Nil
	Granted	Nil

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year

Total	International	National	State	University	Dist	College
1		1				

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

3

2

3.19 No. of Ph.D. awarded by faculty from the Institution

0

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 0

SRF 0

Project Fellows 0

Any other 0

3.21 No. of students Participated in NSS events:

University level 0 State level 0

National level 0 International level 0

3.22 No. of students participated in NCC events:

University level 0 State level 0

National level 0 International level 0

3.23 No. of Awards won in NSS:

University level 0 State level 0

National level 0 International level 0

3.24 No. of Awards won in NCC:

University level 0 State level 0

National level 0 International level 0

3.25 No. of Extension activities organized

University forum 0

College forum 6

NCC 0

NSS 0

Any other 0

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Conducted awareness class for parents
- Conducted settlement visit
- Distributed food packets to the needy
- Collected and distributed dress to the orphan children
- Distributed school uniforms and study materials
- Arranged classes for below average students in the co-operating schools

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	5 Acre, 98 cents, 570 links	Nil	Management fund	
Class rooms	11	Nil	Management fund	
Laboratories	6	Nil	Management fund	
Seminar Halls	2	Nil	Management fund	
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	42	3	Management fund	45
Value of the equipment purchased during the year (Rs. in Lakhs)	Rs 12,00000	Rs 2,80,000	Management fund	Rs14,80,000
Others		Furniture	Management fund	

4.2 Computerization of administration and library

Fully Computerised

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	4764	14,47,895	57	9266	4821	14,57161
Reference Books	3246	10,98,425	3	1870	3249	11,00295
Books received as donation (approximate value)	251	6,00,000	-	-	251	6,00,000
e-Books	250	-	50		300	Open source
Journals	35	11,280	2	1090	37	12,370
e-Journals	25	-	5	-	30	Open source
Digital Database	-	-	-	-	-	-
CD & Video	274	47000	-	-	274	47000
Others (specify) News papers-3 Weekly/Monthly- 5	8	4045	1	855	9	4900

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	30	20	37	2	0	4	2	8
Added	10							
Total	40	20	37	2	0	4	2	8

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Training given to students for preparing power point presentation
- Awareness class conducted for staff

4.6 Amount spent on maintenance in lakhs:

i) ICT	14,385
ii) Campus Infrastructure and facilities	2, 85,597
iii) Equipments	68,538
iv) Others	0
Total:	3, 68,520

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Coaching classes given for NET, SET, TET etc
- Placement services provided
- Classes on Employment awareness conducted
- Campus interview facilities provided

5.2 Efforts made by the institution for tracking the progression

- Alumni association programs
- Social networking sites

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
203	35		

(b) No. of students outside the state

4

(c) No. of international students

0

Men

No	%
12	5

Women

No	%
226	95

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
35	8	0	131	0	174	35	14	1	188	0	240

Demand ratio B.Ed – 1:2.17, M.Ed – 1:2.59

Dropout % - 0.8

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- Special coaching classes arranged for students on Saturdays.

No. of students beneficiaries

238

5.5 No. of students qualified in these examinations

NET	4	SET/SLET	7	GATE	0	CAT	0
IAS/IPS etc	0	State PSC	2	UPSC	0	Others	3

5.6 Details of student counselling and career guidance

- Guidance given to students through counselling cell
- Grievance redressal cell fully functional
- Qualified and trained faculty appointed as counsellor for tackling major problems

No. of students benefitted

30

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
5	75	60	120

5.8 Details of gender sensitization programmes

- Discussion conducted on the topic 'Are women safe in India?'
- Discussion conducted on the topic 'Reasons for the increase in divorce cases in India'
- Debate conducted on the topic 'Whether special privileges are needed for women in India?'

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	Nil	
Financial support from government	17	Amount given to each student is given below: Stipend- Rs 500 per month, Lump sum grand – 1050, Tuition fees – 35,000, Examination fees - 1400
Financial support from other sources	Nil	
Number of students who received International/ National recognitions	Nil	

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: Library time extended as requested by the students,

Number of books issued also increased

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Rev.

Vision – To build up a Centre of Excellence in Teacher Education which will provide opportunities for study and research up to doctoral degree, accessible to maximum number of students, especially those who belong to marginalized, downtrodden and deprived sections of the society.

Page 19

6.2 Does the Institution has a management Information System

No

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

As the college is an affiliated college, there is no freedom to develop new curriculum. Our faculty members attend the workshop for curriculum restructuring organised by the affiliating university every year. Last year, ten faculty members attended the workshop.

6.3.2 Teaching and Learning

- Utmost importance given to teaching and learning, equal importance given to theory and practice, specially designed laboratories are maintained to impart required skills.
- All the students are practicing skills in microteaching clinic.
- Due importance given to discussion, demonstration and criticism classes.

6.3.3 Examination and Evaluation

- B.Ed and M.Ed programmes are in two semesters, equal importance is given to internal and external examinations.
- Internal marks are awarded on the basis 3 criteria – Session tests, Assignments and Attendance.
- Three test papers are conducted in each session.
- Students who secure less than 75% attendance were not allowed to appear for the external examination.
- During B.Ed internship, 50% of the classes are evaluated by the supervising and the co-operating teacher.
- All students have to present their class in front of the external examiner.
- M.Ed students also have internship; Utmost importance is given to dissertation work.

6.3.4 Research and Development

- The vision of the institution is to transform it into a Centre of Excellence in Teacher Education.
- Every year Research Colloquium is conducted, Experts from different areas of research lead the colloquia.
- All the faculty members are encouraged to attend seminars/workshops,

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Computerised library with internet facility. e-books and e-journals available.
- More than 8000 books, 39 journals including national and international journals, news papers etc are available.
- Research books and encyclopaedia are added every year.
- Smart class, technology lab, language lab, computer lab, micro teaching clinic etc are properly maintained.
- About 70 students can sit in the library at a time.
- 3 computers with internet facility are available in the library.

6.3.6 Human Resource Management

- Cordial relationship exists between management, staff and students.
- Competent persons are invited to college for seminars, classes, training programmes etc.
- IQAC, Staff council and student council are fully functional,

6.3.7 Faculty and Staff recruitment

- There are required numbers of teaching and nonteaching staff.
- Academic director looks after all the matters related to academic and administrative aspects of the institution.
- Staff recruitment is based on pure merit

6.3.8 Industry Interaction / Collaboration

- Cordial relationship is maintained with academic bodies like NCTE, SCERT, State Higher Education Council, DIET etc.
- Cordial relationship is maintained with corporate Educational Agency, Diocese of Cochin.

6.3.9 Admission of Students

- Rules and regulations put forward by NCTE, State, Government and affiliating University.
- 50% of the seats are in the merit quota and 50% are in the management quota.
- For admission to the management seats, due importance is given to merit.
- Admissions to merit seats are done by the Government/University.

Non teaching	2
Students	

6.4 Welfare schemes for

6.5 Total corpus fund generated

Rs 82, 26,783/81
(Capital fund)

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	✓	University	✓	Diocese
Administrative			✓	Diocese

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

University has taken several steps for examination reforms like CBCSS, online submission of internal marks etc

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Autonomy is given only to Government/aided colleges at present

6.11 Activities and support from the Alumni Association

- Alumni association is well organised and functional
- Every year annual meetings are held and office bearers are selected.
- Demonstration classes are conducted by Alumni.
- Scholarships are given to meritorious students.
- Supports the college in placement services.

6.12 Activities and support from the Parent – Teacher Association

- PTA general body is constituted every year, PTA President, Vice-president and five executive members are elected from the parents.
- About 5 to 6 executive committee meetings are conducted every year where discussions are done on various matters of common interest.
- PTA fund is utilized only for activities related to student welfare.
- Awareness programmes were conducted for parents.

6.13 Development programmes for support staff

EPF, ESI, TA, Special allowance

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Efforts are taken to keep the campus neat and clean.
- Trees are planted as part of environment day celebration.
- Medical plants are planted.
- All efforts are taken to make the campus plastic free, proper awareness is given to the staff and students in this regard.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- IQAC has suggested LCD projectors in all the class rooms, as a beginning all the general classes are conducted with LCD projectors. The classes have become more interesting to the students.
- Internship given for M.Ed students to give them more exposure to school practices

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- Curricular Practices: In the beginning of the academic year, it was decided that LCD projectors may be installed in all the classes to make the class more interesting and effective. As a beginning, LCD projectors were installed in all the general classes, 3 more LCD projectors were purchased. A class on power point presentation for students and an awareness class for teachers were also planned and conducted.
- Organisation of Seminars: 20 institutional seminars were planned and 16 seminars conducted including a practice session in yoga. A National seminar on Research Methods was also planned and it will be conducted in December, 2014.
- Research publications: As planned the second volume of the college research journal (ISSN NO. 2320- 0707) and first volume of the Research abstracts were published.
- Professional growth of teachers: Teachers were asked to participate in seminars, workshops on curriculum revision and actively engage in the publication of research papers. Ten teachers participated in the workshop related to curriculum up gradation; one staff member has submitted the Ph.D thesis, eight staff members acted as resource persons and many staff members are doing more PG courses. There is a remarkable increase in the number of research publications by the staff members.
- Development of infra structure facilities: Steps were taken for campus beautification and cleaning. About 6 lakhs rupees were spent for this purpose. Ten computers were replaced and three LCD projectors were purchased. A list of new books to be purchased was prepared and few books were purchased.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manual*)

- Multimedia Assisted Skill Development Programmes
- Ethical teaching as a means to achieve secular outlook

****Provide the details in annexure (annexure need to be numbered as i, ii,iii)***

7.4 Contribution to environmental awareness / protection

- Formation of Nature club
- Celebration of Environment day
- Organised seminars in relevant topics
- Organised quiz competition as part of environment day celebrations
- Organised a poster exhibition
- Planted trees
- Initiative taken for a vegetable garden and a garden of medicinal plants

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

The major strengths identified are good infra structure facilities as per NCTE norms, equal importance given to theory and practice, micro teaching clinic for developing teaching skills in student teachers, all the faculty members in the M.Ed section are Ph.D holders, top priority given to research and extension activities.

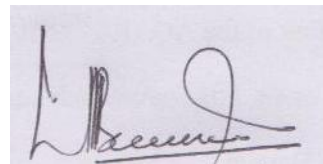
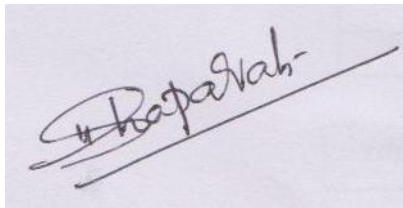
Major weakness are lack of fund from any other Government agencies as the institution is in the self financing sector, chance for change of staff members as the staff may opt for better job opportunities with more job security.

8. Plans of institution for next year

- To make the institution a Research centre
- To try for getting sanction to start higher degrees like M.Phil and Ph.D
- To publish an international Research journal
- To publish next issue of Research abstracts and Research journal
- To conduct a National seminar on Research Methods
- To install LCD projector in all class rooms

Name Dr Usha Parvathy

Name Dr Benny Varghese



Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____*_*_*_____

Annexure I

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

ANNEXURE – i

ANALYSIS OF THE FEED BACK

The feedback is collected manually from the students. The student feedback Performa has two parts. Part-A is the student back on the institution. The aspects included in part-A are

- I. infrastructure facilities
- II. Library facilities
- III. Curricular activities
- IV. Co curricular activities,
- V. Office administration
- VI. Role of Principal.

A separate space is given for suggestions. Students were asked to grade in a 5 point scale. For all the aspects the students gave grades between 3 and 5.

Part-B is the student feedback on teachers. Each teacher is graded on a 5 point scale. The components for assessment are

- I. communication skills
- II. Interest generated by the teacher
- III. Ability to integrate the course material with environment/other issues to provide a boarder perspective,
- IV. Ability to integrate across the courses,
- V. Accessibility of the teacher/availability of the teacher to motivate the students outside the class discussion
- VI. Ability to design quizzes/examinations/assignments/projects etc,
- VII. Provision for sufficient timely feed back
- VIII. Knowledge base of the teacher
- IX. Sincerity/commitment of the teacher
- X. Overall rating

A separate column is provided for comments. The overall grading given by students for teachers is between 3.2 and 5. The feedback Performa is collected back from the students and the feedback is analyzed by the head of the institution every year. A copy of the feedback Performa is attached with this annexure.

Follow up activity – The feedback collected manually from the students, feedback from the PTA and co operating schools are discussed in the first staff meeting of every academic year. The feedback is discussed with the management also.

AVILA COLLEGE OF EDUCATION, EDACOCHIN, COCHIN

Student Feedback Performa

PART – A (STUDENT FEED BACK ON THE INSTITUTION)

Instructions: Please rate the following aspects of the institution in a five point scale. Put a tick mark (✓) in the respective column.

Very Good	Good	Satisfactory	Poor	Very Poor
A	B	C	D	E

ASPECT	GRADE				
	A	B	C	D	E
Infra structure facilities	A				
Library facilities	A				
Curricular activities	A				
Co-curricular activities	A				
Office administration	A				
Role of the Principal	A				

Suggestions if any :

PART – B (STUDENT FEED BACK ON TEACHERS)

Instructions: Please rate the following aspects of the teachers in a five point scale. The letter grades and respective ratings are given below. Write the letters denoting the ratings in the respective columns.

Very Good	Good	Satisfactory	Poor	Very Poor
A	B	C	D	E

Name of the Teacher / Component for Assessment	Ms. Vani Devi S.	Ms. Elizabeth Thomas	Ms. Shiny T.	Ms. Theresa Jose	Dr. Sreeja S.	Dr. Josen George	Mr. Subin Paul	Mr. Shibu Scarla	Ms. Smitha N. R.	Ms. Jiji T. R.	Ms. Saemina Paul	Ms. Elizabeth P. G.	Ms. Jessy Samuel	Ms. Saumini Snehi Jayan
01. Communication Skills (in terms of articulation & comprehensibility)		A	A	A	A	A	A	A	A	A	A	A	A	A
02. Interest generated by the Teacher		A	A	A	A	A	A	A	A	A	A	A	A	A
03. Ability to integrate course material with environment/other issues to provide a broader perspective		A	A	A	A	A	A	A	A	A	A	A	A	A
04. Ability to integrate across the courses/draw upon other courses		A	A	A	A	A	A	A	A	A	A	A	A	A
05. Accessibility of the Teacher in & out the class (includes availability of the teacher to motivate outside the class discussion)		A	A	A	A	A	A	A	A	A	A	A	A	A
06. Ability to design quizzes/examinations/assignments/project to understanding of the course		A	A	A	A	A	A	A	A	A	A	A	A	A
07. Provision of sufficient timely feedback		A	A	A	A	A	A	A	A	A	A	A	A	A
08. Knowledge base of the teacher (as perceived by you)		A	A	A	A	A	A	A	A	A	A	A	A	A
09. Sincerity / Commitment of the Teacher		A	A	A	A	A	A	A	A	A	A	A	A	A
10. Overall rating														
11. Comments, if any														

ANNEXURE – ii

BEST PRACTICE -1

The Best Practice of Avila College of Education

I. Title of the Practice

“Multimedia Assisted Skill Development Programmes”

The best practice in our institution which has stood the test of time and has proven its long term sustenance is “Multimedia Assisted Skill Development Programmes” organised in this institution each academic year. Avila College of Education is the only institution in Kerala which has facilities for conducting microteaching training phases in a closed circuit television studio.

II. Context for initiation of Practice

Preparing teaching professionals having a missionary zeal is the goal governing all the practices of this institution. Micro teaching is regarded by teacher educators and researchers as a valuable training technique in the pre-service preparation of teachers. Microteaching training phases is an incredible part of teacher education curriculum followed in four regional institutes of education directly run by NCERT. NCTE has also recommended including microteaching phases in teacher education curriculum for make it more competency based.

A practical training in microteaching skills is a part of our curriculum ever since its inception in 1995, though it was not a stationary practice as per the syllabus prescribed by Mahatma Gandhi University, Kottayam till 2005.

As a teacher training technique, microteaching has several advantaged. It is a training technique in which a student teacher teaches a simple concept using a specified skill, to a small number of pupils for a short duration of time. It provides opportunity to trainees to practice and refine their teaching skills without the risk or complexities involved in a real classroom situation.

Microteaching programme proceeds through following phases.

a) Knowledge Acquisition phase

I. Observing the demonstration of skill

II. Analysing and discussing the demonstration

- b) Skill Acquisition phase
 - I. Preparing the micro lesson
 - II. Practising the skill
 - III. Evaluating the performance
 - IV. Reteaching
- c) Transfer phase

- a) Transferring of practiced skills onto a macro-teaching situation.

The core phase of micro teaching programme is the stage at which the trainee teaches a micro lesson on a specified skill to a small group comprising of supervising teacher and peers. The observers (supervisor & peers) note down their observations and suggestions to improve the skill being practiced in a specially developed performa. At the end of teaching session a critique conference is conducted to provide necessary feedback. The feedback is given immediately to the trainee by the observers along with audio/video recordings of his/her class.

Recognising the importance of microteaching, Avila College initiated “Multimedia Assisted Skill Development Programmes” in the year 2004. A multimedia studio having all the latest sophisticated equipments (list enclosed) is now functioning in the college. Such a facility does not exist in any other teacher education college in Kerala.

A facility for video recording of presentation is very much essential for conducting microteaching programmes in an effective manner. A video presentation helps in supplying students with feedback and thus each and every stage of a micro lesson can be analysed and discussed. It can be also used for demonstrating a specified skill to student teachers.

III. Objectives of the Practice

- a) To develop in student teachers core teaching skills necessary for effective classroom (teacher – pupil) interaction using technological medias.
- b) To provide training in communication skills in a stimulated situation using technological Medias.
- c) To improve the quality of teacher education programmes by utilizing the potentials of educational technology.
- d) To provide multimedia assisted skill training programmes for teachers of associated institutions.

- e) To exhibit audio lessons and video films on skills and strategies of teaching to student teachers as part of their training programme.
- f) To record video lessons of best student teachers and to use these lessons for demonstration and discussion purposes.
- g) To prepare model video lessons on teaching skills and teaching strategies.

IV. The Practice

One of the major concerns and priorities of our institution is to produce competent teachers who are skillful in the art of teaching. In order to develop in student teachers competences necessary for effective classroom interaction, our institution organises multimedia assisted micro teaching training sessions for student teachers each academic year.

Microteaching training phases is organised with the assistance of a multi media studio functioning in our college which is equipped with the latest sophisticated equipments.

a) Multimedia Studio

We have a sophisticated multimedia studio with the following equipments:

1. Power Mac G 5 computer
2. Final Cut Pro Movie Editing Software
3. Firewire and Graphics Card
4. Digital Video Camcorder
5. 42" Plasma Display
6. LCD Projector
7. Video Disc Unit
8. Surround Speaker System (total investment of s 15 lakhs for equipments)

b) Microteaching Programme

Micro teaching training programmes of our institution begins on sixth working day of second month of each academic year. After the initial theoretical orientation on microteaching technique its phases and skills, students are

provided model video presentations on each microteaching skill in order to develop in them a clear understanding of their teaching skill to be practiced. Models of a particular skill are also demonstrated by teacher educators to student teachers.

Of the several teaching skills following six skills which are very much essential in conducting a constructivist pedagogue is dealt in detail to students.

The six teaching skills are

1. Skill of introducing a lesson
2. Skill of probing question
3. Skill of black board writing
4. Skill of illustrating with examples
5. Skill of stimulus variation
6. Skill of reinforcement

The second month of each academic year is completely devoted to micro teaching training phases. Each day the afternoon session is utilized for microteaching during this month. Student teachers of each optional class selects three out of this six teaching skills as part of their training programme. Each student teacher prepares a micro lesson on the selected skills, by taking a small content and considering the behavioural components involved in a skill. Once the planning phases of micro teaching are completed, student teachers and teacher educators conduct the teaching feedback phase in the multimedia studio.

Students in each optional subject are divided into a micro group of six and student teachers teach the micro lesson to the micro group in a simulated condition. A peer teacher or the resource person in charge records the role playing of student teachers for providing necessary feedback. Multimedia studio has in built facilities for incorporating video presentations during a teaching session. Feedback is given immediately to the student teacher by the observers with the help of video footage of his/her class. The student teacher re plans the lesson in the light of feedback in order to develop the skill more effectively. The revised micro lesson is re-taught to the same group for further feedback and practise.

The M.Ed. students also utilize the facilities of multimedia studio for their research purposes. Video lessons, CDs or documentaries required for their research work is prepared/edited in our studio. Our college also organises communication skill development programmes for M.Ed students and teachers of associated institutions.

Microteaching classes and demonstration classes of best student teachers in each academic year is also recorded in this multimedia studio. College utilizes these videos for demonstration and discussion purpose.

V. Obstacles faced and strategies used to overcome

The current duration of B.Ed programme is the major obstacle in organizing microteaching phases. Due to the constraints of time the college cannot provide training in all the six skills in a systematic manner to student teacher. In our institution each student gets an opportunity to teach and re teach a particular skill in the multimedia studio. Students could teach and re teaches all the core skills in the multimedia studio if the current B.Ed programme is extended to a longer duration.

Another major obstacle faced by the institution is the absence of a trained full time professional editor for controlling the functioning of multimedia studio. The current financial situation of our institution does not allow for appointing a full time editor. At present college overcome this obstacle by hiring skilled part time professional editors during the microteaching training phases or during the preparation of CDs, documentaries etc for research purpose. The college administration also plans for providing training in video editing to one of our staff members.

Our multimedia studio also faces the obstacle of updating the hardware and software associated with video/audio editing according to the latest innovations. Management is very keen and concern in updating the software and hardware equipments.

Institution also faces the problem of lack of availability of quality video lessons on various microteaching skills and teaching strategies. NCERT and NCTE could play a great role in improving the availability of video lessons for

improving the quality of teacher education programmes. At present college mainly depends on model video lessons produced in the Universities of USA and UK and also on the work done by our past students for providing demonstration classes.

VI. Impact of the Practice

Microteaching practice at the beginning of the academic year plays a great role in improving the attitude of student teachers towards teaching and education. This practice has made our teacher education programme more effective and competency oriented.

The impact of the practice is evident in the performance of student teachers during their internship period. The student teachers who have rigorously and seriously passed through the microteaching cycle show a great deal of teaching competence and skills.

The practice also plays a significant role in improving the self confidence and teacher efficacy of our student teachers. The practice also helps our student teachers to improve or maintain healthy teacher-pupil relationship in the classroom. They made greater use of the ideas of students, use more questions and elicit more response from the pupil to create a participatory learning atmosphere in the classroom.

Almost 85% of student teachers have responded that their microteaching experience had been extremely valuable. Only 15% reported that they thought it had been a little or no value. Majority of student teachers stresses the effectiveness of one particular aspect of our microteaching programme i.e. the use of video tape recordings to provide feedback. One of our student teacher has stated that “to be able to see yourself teach is worth hours of other types of observation”. Videotaping often acts as a ‘morale booster’ for our student teachers.

Remarks and feedback given by experts from other teacher education institutions, Universities and national agencies like NCTE also testify the effectiveness of this practice. The practice of microteaching phases and the functioning of a full fledged multimedia studio in our institution has proved worthy as Mahatma Gandhi University decided to include microteaching training a part of the B.Ed curriculum in all teacher education institutions.

VII. Resources required

- a) The college needs to install more or latest software related to video/audio editing.
- b) More videos and printed materials on microteaching skills and teaching strategies should be procured.
- c) Standardized books on microteaching phases should be procured.
- d) Video presentations related to communication skill development programmes are to be collected in large numbers.

VIII. Contact person

Subin Paul

Lecturer in Physical Science

Avila College of Education

Edacochin, Cochin – 682010

Ph: 9847660110

E-mail: subin_pual@hotmail.com

BEST PRACTICE -2

I. Title of the Practice

‘Ethical teaching as a means to achieve secular outlook’

Avila College of Education is established in the year 1995 in the self financing stream. The College believes teaching is a mission with a vision and one has to enter into this profession with a passion. In order to fulfill the vision of the institution teachers are moulded to suit the requirements of a democratic country like India and for attaining this aim ethical teaching play a crucial role.

II. Context for initiation of the practice

A country like India should strive hard to achieve unity in diversity. Indian sub continent is marked by the presence of a large number of ethnic populations with different languages and culture. So for the unity of the country we need to inculcate right outlook in our students. Their mind should be broad enough to accommodate people with different languages, beliefs, and culture. India is the cradle of diverse culture, religions and philosophical thoughts. India as a united country should fight against terrorism, parochialism and all kinds of antisocial elements which work against National integration. Teachers and parents should inculcate good values in children. The future generation should be proud of their tradition and they should be aware of the value deterioration that happens in the society due to many reasons like commercialization, materialistic culture and modernization. They should be able to distinguish what is right and what is wrong, which is acceptable and which is not acceptable. The root cause of all social evils like religious fundamentalism, conflicts, drug abuse, terrorism, atrocities against women and children, broken families etc is lack of good, value based education. As a teacher training institution, Avila College of Education tries hard to inculcate good values in future teachers so that it will be beneficial for the next generation and this will in turn help in the creation of a better society.

III. Objectives of Practice

- To inculcate core values of the three great religions of the world – Hinduism, Christianity and Islam in student teachers.
- To realize that the essence of all religions is the same, Religion is for the well being of humanity
- To develop spiritual values
- To respect other’s view, faith, beliefs and tradition
- To familiarize the student teachers with the traditional values in the holy books.
- To get a wider concept about different religions
- To build self confidence among students

IV. The Practice

- i. Value Education is given top priority during the time of orientation classes
- ii. In the morning assembly, readings from the three holy books – Bhagavat Gita, Holy Bible and Holy Quran are compulsory.
- iii. Ethical Teaching classes – Every year, Ethical teaching classes on the three religions are conducted by religious scholars.
- iv. Celebration of all religious festivals like Onam, Christmas, Ramsan etc

V. Obstacles faced and the strategies used to overcome

- It was noticed that some students are late comers and they are not attending morning assembly. Students were given awareness about the need to attend the assembly of an institution, attending the assembly was made compulsory for attendance, late comers were identified by the punching time and their problems were addressed.
- It was difficult to find religious scholars with secular outlook. But every year we try hard to identify good scholars to conduct ethical teaching classes.
- Some students were not much interested to attend the programmes related to all religious festivals. Participation in all programmes was made compulsory and proper awareness was given in this direction.

VI. Impact of the Practice

- All students irrespective of their religion and caste read and understand the values explained in the three holy books which will help to inculcate secular outlook.
- Behavioural changes like broadened outlook, social commitment and interest in charity observed in students.
- Morning Assembly itself is a confidence building program for the students.
- Good appreciation from parents
- Student teachers have become competent to organize programs to celebrate religious festivals in a secular way.

VII. Resources required

Religious Scholars to conduct classes related to all religions
Fund to organise the programs

VIII. Contact Person

Dr Benny Varghese
Principal
Avila College of Education
Edacochin, Cochin – 682010
Ph 9495736389
E-mail: bennyvarghese1211@gmail.com